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SALADO CONFERENCE (SALADO, TEXAS, MAY 18, 1967). REPORT.

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THE SALADO CONFERENCE, MAY 18-20, 1967, RECONSIDERED THE JUNIOR LEVEL PROFESSIONAL SEQUENCE COURSES IN SECONDARY EDUCATION AND THEIR RELATIONSHIP TO ONE ANOTHER AND TO OTHER COURSES IN THE SEQUENCE. FOUR POSITION PAPERS WERE PRESENTED. GENERAL AND SPECIFIC RECOMMENDATIONS WERE DEVELOPED FROM THE DISCUSSIONS. (HM)

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MEMORANDUM

TO: College of Education Faculty
FROM: Wayne H. Holtzman

Attached is a report of the Salado Conference as summarized by James Weston. I urge you to read it carefully and consider its implications, both for your own work as a faculty member and for new experimental approaches to teacher education within the College. The recommendations made by the Conference have my strong endorsement.

Wayne H. Holtzman

WHH:jc

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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REPORT OF THE SALADO CONFERENCE
COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS

On May 18, 1967, designated representatives from the Departments of Curriculum and Instruction, Educational Psychology, and History and Philosophy of Education at The University of Texas gathered in retreat at the Stagecoach Inn at Salado, Texas. In attendance at this three-day College of Education retreat were Professors Anderson, Bennie, Bown, Davis, Drake, Emmer, Fuller, Horn, Lippmann, Martin, McGuire, Millett, Peck, Pulliam, Rodgers, Stenning, Umstattd, Vincent, and Weston. In addition, three non-University guests were present: Dr. Baker and Mr. Wittner from the Austin Public Schools and Dr. Boyd from Southwest State College.

The purpose of the retreat was to reconsider the junior level professional sequence courses in secondary education, i.e., Ed.P. 332S (Psychological Foundations of Secondary Education) and Ed.C. 332S (Secondary School Organization and Teaching) and their relationship to one another and to other courses in the sequence. In preparation for the discussion, position papers were presented by Professors Drake, Fuller, McGuire, and Peck.

No written report of the meeting could adequately portray the genuine interest and participation evidenced by all concerned. A sincere effort was made to cope with the issues involved with a minimum of bias and preconceived positions.

Both large group meetings and small group discussions were held to come to grasp with identifying directions and approaches to improve the undergraduate offerings. After considerable debate, the group reached general consensus on several recommendations, both general and specific in nature. It was agreed

that all recommendations could not be implemented immediately, but it was further agreed that immediate steps should be taken to begin work on as many as feasible. An ad hoc committee consisting of Professors Rodgers, Bennie, and Peck was selected to attempt to set up arrangements for some implementation during the summer with specific recommendation number one given top priority.

Following are the recommendations made by the conference:

General Recommendations

1. Directional meetings such as this retreat are essential in developing procedures and ideas as well as human relations so that a workable structure in the program can be formulated which will further the productivity of the faculty and the students with whom we are concerned. In view of the need for such meetings, this group felt the need for scheduling additional meetings with a task orientation toward concentrating on more detail than has been possible in the present framework.

2. The faculty members assigned to teach undergraduate courses should have a professional investment and commitment to teacher education. They should be expected to involve themselves in undergraduate activities without being penalized in terms of salary, status, and teaching load.

Graduate students assigned to teach courses in the undergraduate sequence should be involved in a college-teaching-internship program working closely with professorial faculty including both departmental and interdepartmental arrangements. Correspondingly, supervision of student teaching and participation in observation seminars could involve interdisciplinary teams as well as teams of professional staff members with graduate interns.

3. Personnel from the Austin Independent School District should be active partners in the design and execution of all new undergraduate programs for teacher education. This could include not only teachers but curriculum supervisors and school principals.

4. The individual members of the College of Education faculty should set an example by at least attempting to teach as they would have their students teach.

5. The faculty of the College of Education should organize to carry out a program of self-retraining in order to create and teach a new core of knowledge.

Specific Recommendations

1. Three-person faculty teams should be formed, representing the Departments of Curriculum and Instruction, History and Philosophy of Education, and Educational Psychology. These teams should plan a new, interdisciplinary approach to course planning and classroom teaching of Ed. C. 332S, Ed. H. 361, and Ed. P. 332S. (The possibility was discussed of scheduling students for a solid block of time in these three courses so that the three-person team could meet together with the students and engage in team teaching operations of various kinds. This was seen both as a more effective way to conduct undergraduate instruction, and as a training model for students to go into team teaching schools in increasing numbers in the future. It might be desirable to keep a faculty team together with a group of students for both the junior and senior courses, providing greater continuity and closer acquaintance.)

For such major reorganization of content and instructional procedures as this team planning and team teaching will entail, it is recommended that each department plan to provide released time for selected faculty members each year, to work the new undergraduate curriculum.

The three-department teams should have periodic meetings, as a whole, in order to work out issues of curriculum revision, grading practices, and the like.

2. Systematic records should be kept which will provide detailed descriptions of the instructional processes used in any experimental pattern. (The use of video tape for this purpose was discussed which indicated the need for funds to equip the College for this kind of data recording.)

Each year there should be prepared a written description of the total program of experiments in the College so that each plan, each section, each instructor, and each experimental procedure could be identified for the use of the entire faculty.

3. An emphasis should be placed upon implementation of theory through some relevant activity. (Suggestions for such implementation included utilization of tutorial situations with individuals or groups, use of teacher aides in the public schools, video tape methods library, micro-teaching, and other exploratory track levels utilizing maximum supervision and systematic analysis and evaluation of impact of these various techniques. On an experimental basis, it might be possible for various teachers to be utilizing various approaches to teacher education within the same course allowing for maximum flexibility and experimentation for research purposes.)

4. Individual students should be given exposure to classroom situations in schools of widely different socio-economic characteristics. (This could be done by current observational practices and reading; but it was recommended that much more use be made of audio-visual data, such as films and video tapes of actual classes, and of simulated classroom experiences.)

5. Students should be taught a set of concepts for describing and analyzing the teaching process, a la Flanders, Medley, Fuller, and others. They should have experience in applying these concepts to observation of their own video tape teaching behavior, and the behavior of other teachers.

6. Students should be taught information about what they may expect when they move into real live schools, how they can "learn the ropes," and find their feet in the official and unofficial structure of a particular school. (The work which Dr. Michael Thomas, of Educational Administration, plans to do next year was recommended as a prime source of teaching units which could be incorporated into the junior- and senior-level courses.)

7. Consideration should be given to abolishing letter grades for student teaching.